

**AS LEVEL**

**Moderators' report**

# **MEDIA STUDIES**

---

**H009**

For first teaching in 2017

**H009/02/03 Summer 2024 series**

# Contents

Contents.....	2
Introduction .....	3
Online courses.....	3
General overview .....	4
Statement of Intent.....	4
Research and planning .....	4
The Print brief .....	5
The Television brief.....	5
The Radio brief .....	6
Most common causes of centres not passing.....	6
Helpful resources.....	6

## Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

## Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

#### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## General overview

Most centres continue to engage creatively with this component and candidates produced some excellent products, demonstrating research into existing advertisements, their platforms, their audiences, and their messages. Many candidates demonstrated skill in the use of appropriate media tools and centres are encouraged to continue to create opportunities for candidates to learn and practise effective use of these tools. In the most successful work, knowledge and understanding of codes and conventions of all aspects of the media products was coupled with appropriate representations and intertextuality. There were still a significant minority of work which did not follow the requirements of the brief, with inappropriate products and little or no evidence of research and planning.

The majority of centres opted for the 02 entry which allowed them to use, for the first time, Submit for Assessment. This method allows centres to upload all of their work and for moderators to have easy, secure access to it. The few centres submitting for 03, postal submission, provided appropriate links to online work or paper prints. Teacher commentary on the candidates' cover sheets was most helpful when it consisted of personalised comments reflecting the marking criteria and using the language of the brief. It is important that these comments are as clear as possible and refer to the candidate's work in relation to the appropriate mark descriptors. There continued to be some excellent examples of teacher justification this series.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> <li>developed their technical skills</li> <li>applied their prior learning to the production of media texts</li> <li>completed a range of appropriate research and planning activities and recorded their outcomes</li> <li>read the brief carefully and applied all of the requirements to their productions.</li> </ul>	<ul style="list-style-type: none"> <li>did not develop their technical skills</li> <li>did not apply their prior learning to the production of media texts</li> <li>did not complete appropriate research and planning before production</li> <li>read the brief but did not consider all of the requirements.</li> </ul>

## Statement of Intent

These continue to vary in quality, but the majority are now appropriate. The statements tended to be written before research, planning and production, and usually outlined specific intentions and how these would be achieved using appropriate media language. This series there were fewer Statement of Intent written after production and/or purely descriptive Statements. Candidates who demonstrated a clear understanding of the requirement of the brief outlining codes and conventions, representations, appeal to appropriate audience[s], and intertextuality continued to produce very successful products.

## Research and planning

Research and planning remains an area for development despite continued feedback from moderators about this. Some candidates/centres continue to neglect the requirements of the specification. While research and planning materials are not assessed it is a requirement that they be submitted for moderation; this allows both the teacher and moderator to authenticate the candidate's work. Where research and planning materials were not submitted it was often clear from the candidates' products that little had taken place. While candidates are not marked down for non-submission of research and planning many effectively self-penalised through products that did not demonstrate sufficient knowledge and understanding. If submitting via Submit for Assessment this facilitates submission of supporting materials, and centres should do so in future.

The most effective presentation of research and planning was online, demonstrating a clear sense of process. Many centres submitted a few printed pages, or PDFs, describing either the planning completed or the final production process. Most centres should still consider completing, and recording, more research and planning to better inform end products. Planning could also include opportunities to acquire and develop the skills required to accomplish the technical aspects of production. Research in particular, is vital in informing a candidate's knowledge and understanding of what they are producing. Centres should encourage research into target audience and social groups, placement, regulatory context, intertextuality, and codes and conventions as relevant to the brief.

## The Print brief

The Print brief continues to occupy equal footing in popularity with the Television brief for number of submissions. For this brief, candidates produced some creative billboard advertising employing appropriate content for purpose and audience.

Candidates working at the higher levels produced, and evidenced, a range of well-made original images created specifically for the task. Some centres had provided good opportunities for candidates to learn and practise photography skills, employing careful consideration of composition, mise-en-scene and lighting. They also encouraged candidates to practise using appropriate photo editing and desktop publishing software.

Work at the lower levels tended not to pay a great deal of attention to typography and graphic design. Photography, layout, and post-production skills should be practised, perhaps through the use of preliminary production exercises. While most candidates demonstrated an understanding of the brief many did not fully consider all of the unique conventions associated with billboard advertisements. This could have been easily overcome with more focused research into professional products. It was clear that some candidates had not fully researched conventions, with some producing portrait format posters that would be more appropriate to last year's brief. The most effective advertisements clearly demonstrated that candidates had closely researched the conventions of billboard advertising and product branding across a campaign.

## The Television brief

Products for this brief continue to demonstrate a high degree of creativity. However, many candidates would have benefited from developing the production skills needed to translate their creativity into effective end products. Television advertisements for a new reality show often tried to cater for the appropriate target audience but struggled with conveying a strong brand identity. It is again clear across all briefs that a greater focus on research into branding would be beneficial.

The application of production detail remains an area for development for this brief. Mise-en-scene was often not fully considered, with many products shot around school/college sports halls/fields with candidates in uniform or wearing lanyards. The creation of an appropriate soundscape still needs greater consideration, mixing together ambient sound, with music and voice-overs. Voice and written text were often neglected in favour of images. Some centres seemed not to have allocated sufficient time or resources for some products to be realised effectively.

The most effective products demonstrated a clear understanding of all aspects of video production including editing, which in less successful productions often lacked the appropriate dynamism and precision. Some centres had provided good opportunities for candidates to learn and practise film and editing skills with some devising creative preliminary production exercises. Others had also highlighted the importance of the choice of fonts and other graphic elements within the advertisements. Centres could adopt these practices to provide candidates with greater opportunity to succeed.

## The Radio brief

Once again, there were few candidates attempting this brief. Those who did, clearly have teachers who are radio specialists. Centres where teachers have expertise in this medium performed well with a wide range of research supporting the outcomes. The most effective products employed creative mixing of multi-track recordings that created a sense of excitement about the product. For this brief the centre should make sure that candidates have the opportunity to fully research the medium and practise the skills required to produce professional sounding products appropriate for purpose and audience.

## Most common causes of centres not passing

- Too few opportunities to learn and develop skills in appropriate hardware and software
- Not reading the brief carefully and missing out requirements and/or detail
- Too little research into “real” texts, platforms and appropriate audiences
- Products not fully planned before production.

## Helpful resources

The [Delivery Guide](#) for H409/03/04 has guidance on research and planning and suggestions on activities to develop candidates' practical skills.

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**


For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[facebook.com/ocrexams](https://facebook.com/ocrexams)**

 **[twitter.com/ocrexams](https://twitter.com/ocrexams)**

 **[instagram.com/ocrexaminations](https://instagram.com/ocrexaminations)**

 **[linkedin.com/company/ocr](https://linkedin.com/company/ocr)**

 **[youtube.com/ocrexams](https://youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.